

COMPAS

CENTRE ON MIGRATION · POLICY & SOCIETY





How do local authorities deal with super-diversity?

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Photo:
Simon Rowe/CACAO



What is super-diversity?

Diversification of diversity:

- Ethnicity
- Country of origin
- Multiplication of immigration statuses with different rights and entitlements
- Discrete class, gender and age profiles of different migrant groups
- Differential spatial distribution of different migrant groups
- Mixed local area responses by service providers and residents

(Vertovec 2007;
see also Berg and Sigona 2013)

→ Interaction and correlation of variables

→ Greater acceptance of and willingness to express diversity of origin, ethnicity, sexual orientation, etc.

(Photo: Simon Rowe/CACAO)

Super-diverse London:

- History of migration
- High rates of migration (incl. children and elders, students, asylum seekers, migrant workers)
- Different nationalities
- Population churn
- More people living in rented sector, incl. social rented
- Young age profile

(Home Office 2013)



Conclusions: building on promising practices

1. Inequality and deprivation: bigger challenge to service delivery than ethnic diversity
2. Diversity is differently patterned across age groups
3. Important to understand needs and characteristics of 'hidden communities'
4. Reflective style of working; continuity and understanding over time
5. Linkages between different areas of policy

Elephant and Castle through the census

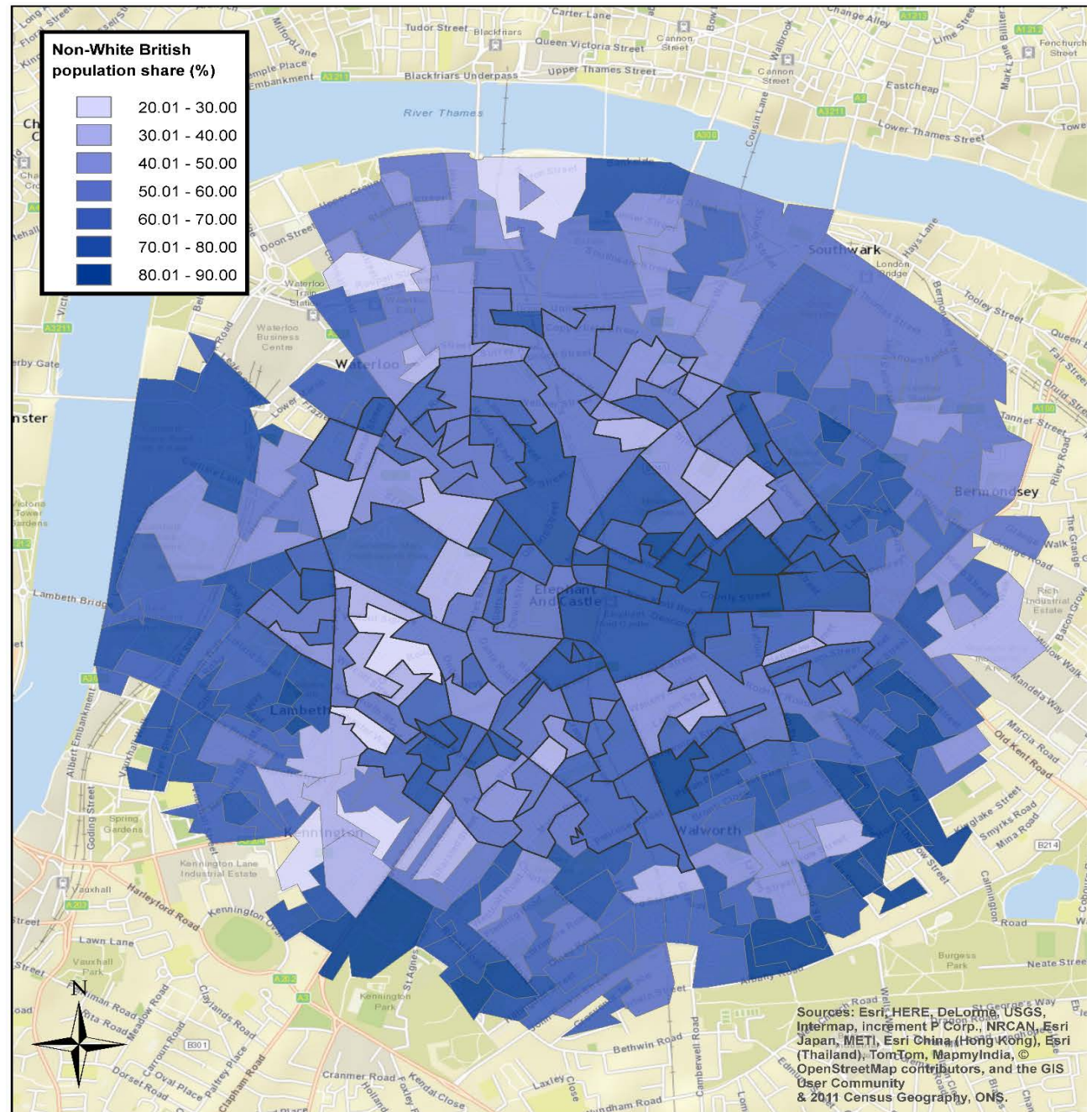
- 1-mile radius from the Elephant and Castle roundabout
- App. 93,298 residents living in 40,384 households
 - Above average percentage of single-person households (37%)
 - 77% of households without children
- Above average rates of overcrowding
 - 33% households a room or more less than 'standard'
 - 40% for 'non-White British'



Diversity and ethnicity

- Importance of considering different facets of diversity
 - Census data: ethnic group, country of birth/passports held, main spoken language, etc.
- Ethnic group
 - ‘Ethnicity’ often most commonly associated with ‘diversity’
 - Higher than average ‘ethnic diversity’, even for London
 - 46% of residents self-identify as other than White (or BME)
 - (40% London, 14% UK)
 - 62% self-identify as other than White British
 - (55% London, 19.5% UK)
- ‘Non-White British’ residents
 - Younger age profile (49% 25-49 years old)
 - Overall, average gender split, but differs across ethnic groups

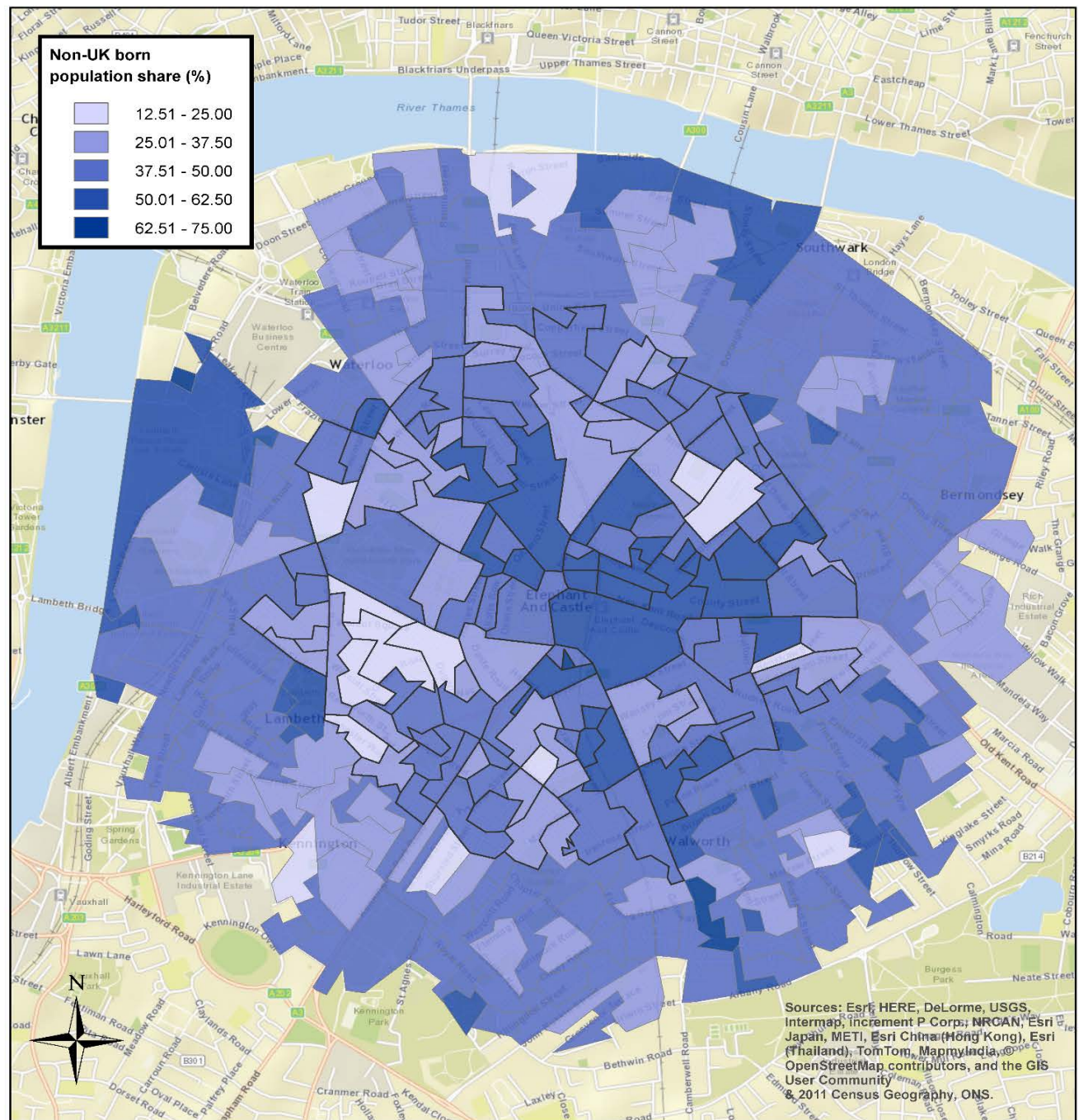
- Non-White British residents as share of population
- Overall, 62% of residents non-White British
 - OAs range from 21% to 89%
 - 47% of OAs: 50%-70% share
- Lack of strong spatial pattern, but various clusters of high non-White British share



Diversity and migration

- Country of birth
 - ‘Ethnic group’ used more as a measure of diversity, while ‘country of birth’ more an indication of a migration experience
 - Other measures: passports held, year of arrival, proficiency in English
- In Elephant and Castle
 - 42% of residents born outside of the UK
 - (37% London and 13% UK)
 - 26% with only a non-UK passport
- Non-UK born residents:
 - 76% aged 16-49
 - 41% hold a British passport
 - 51% resident for less than 10 years

- Non-UK born residents as share of population
- Overall, 42% born abroad
 - OAs ranging from 17% to 68%
 - 75% of OAs: 30%-50% share
- Correlation between high non-White British and high non-UK born share



Diversity and economic activity

- Elephant and Castle
 - Overall, labour market participation (69% economically active) broadly in line with London (67%) and Lambeth and Southwark (72%)
- Important differences in economic activity by ethnic group and country of birth
 - White British slightly higher rate (70%) than non-White British (68%), though largely due to student population
 - Somewhat higher unemployment among non-White British
 - Small differences between UK-born versus non-UK born
 - However, EU-born above average economic activity

Diversity: other aspects

- Other identity and migration related variables
 - 25% of residents reported a national identity other than one of the UK or Irish national identities
 - 22% mainly spoke a language other than English
 - *Spanish (2nd): need to look at various measures of diversity*
- Other socio-economic measures apart from economic activity
 - Occupation: e.g. non-White British residents more likely to be in manual jobs, and under-represented in managerial positions
 - Qualifications: non-UK born residents more likely to be better qualified; non-White British less likely to have university degrees than White British
- Health
 - Higher rates of reporting good health among non-White British
 - Correlation between poor health and low proficiency in English

Schools

- 27 primary and secondary schools in area; mix of community and faith schools, academies
 - High pupil turnover
 - Entitlement to free school meals high (up to 92%)
 - Above UK average have English as additional language (up to 90% of children); some schools 50+ languages spoken
 - Complex family needs incl.:
 - Housing, benefits, and employment issues
 - Domestic violence issues
 - Language and literacy
 - Legal status
- Ethos of inclusion:
‘They’re our children regardless of where they’re born’ (headteacher, primary school)

Schools: Ethnic and socio-economic diversity

‘Over 30 years we’ve gone from an established old-fashioned London docker community and obviously that changed ... What there hasn’t really been a change in is social class; we’ve had a big free school meal population and so although what the school looks like has changed it’s still been people without a lot of money’ (Head of sixth form)

‘[There was] a period where we had few children from African-Caribbean background whereas now that’s a very high percentage of the school. ... When I first came here there were a lot of Turkish-Cypriot children and there are very few now. The largest group has become West African, particularly Nigerian ... Other groups like Somalis have been here and other groups have come and gone. Currently we have a large number of Arab speakers from various places in the Arab world ... Just constant change really’ (Inclusion manager, primary school)

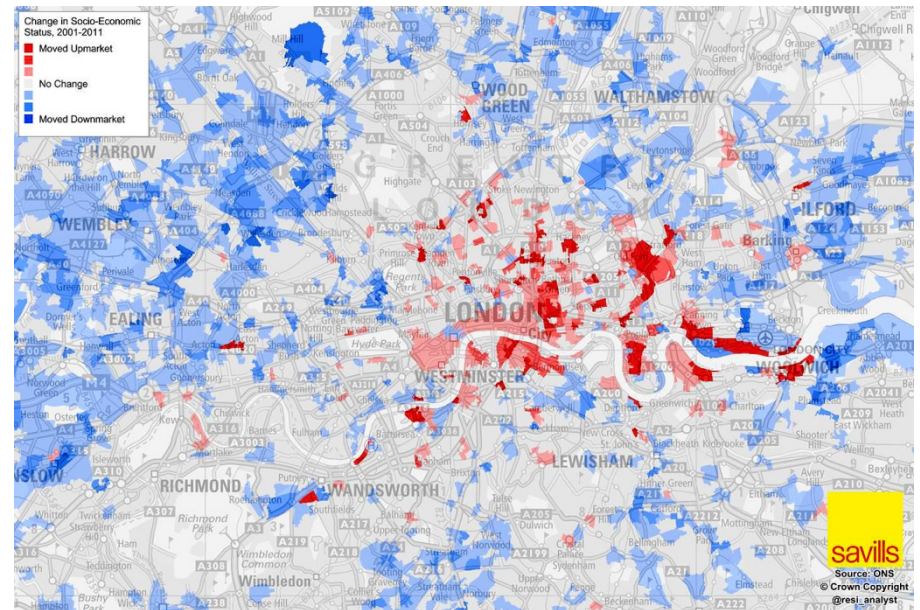
Schools: complexity of identity and belonging

...We're now seeing a significant number of Afghan girls in this school ... and they've come to this part of London via the Netherlands so they speak Dutch to each other' (Head of sixth form)

...I had a girl last year ...and she said to me one day that she's the only African girl in the school and my first reaction was 'How could you say that?' because the school is maybe 50% or more of children of African origin. I realised what she was saying was 'I've got the tribal scars on my face, I am culturally more African because I arrived here as a child whereas the other children were mostly born here.' She perceived herself as quite different to the African children who had been born here or saw themselves as British... There's all sorts of complex relationships' (Inclusion manager, primary school)

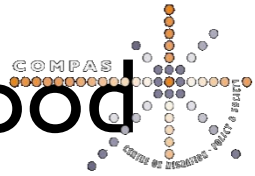
Housing

- Southwark: one of the largest social landlords in London
- Long-term housing strategy to build 11,000 new council homes
- High demand for affordable housing
- Substantial growth in home ownership (right to buy) and private rented sector
- Increasing diversity in social housing
- Socio-economic profile of inner London residents changing: more professional, managerial and relatively affluent people



(Map: Savills, based on ONS data)

Challenges in building neighbourhood resilience



Challenges to resilience and engagement for residents:

- Anti-social working hours, lack of time
- Lack of resources & experience in dealing with bureaucracies and formal structures
- Anxiety, social isolation
- New inequalities, juxtaposition of wealth and deprivation, churn
- Fear, mistrust and anti-social behaviour
- Language issues
- Public familiarity vs. private segregation



(Photo: Simon Rowe/CACAO)

Conclusions: promising practices

Social innovation:

- Partnerships between local authorities and charitable and voluntary sector to develop areas
- Long-term bottom-up approaches, building inclusion, skills, and relationships



Schooling:

- Ethos of inclusion ('our children')
- Seeing languages and diversity as a positive resource
- Celebrating diversity *as well as* emphasizing shared values across faiths and cultures
- Support for home-school support workers

Housing:

- Tenant management organisations
- Sports projects, community gardens

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